DOCUMENT RESUME

ED 118 693 UD 015 733

TITLE	Winning Public Support of a Desegregated School System. Title III ESEA Progress Report, School District 151 (South Holland, Illinois).
INSTITUTION	South Holland School District 151, Ill.
PUB DATE	Dec 75
NOTE	60p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS	Academic Aspiration; Advisory Committees; Child Advocacy; Cultural Differences; *Educational Objectives; *Federal Programs; Guidelines; Inservice Teacher Education; Integration Studies; Parental Aspiration; *Program Evaluation; *Public Support; Race Relations; Racial Integration; Reports; School Community Programs; *School Integration; Self Concept
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Illinois (South Holland)

ABSTRACT

Thirteen objectives of the program and analyses of each in terms of procedure, evaluation, the status of procedure, and status of the evaluation are listed in this report. The objectives are: the establishment of a community relations program to promote two-way communication between school board, administration, teachers, students, and parents; the maintenance, expansion, and promotion of the operation of the citizens' advisory council; the extension of the adult-parent and student information program; the development of approaches, techniques, and programs designed to facilitate the realization of high parent and student educational aspirations; providing human relations opportunities and activities leading to improved racial understanding making parents active child advocates; opportunities for staff and administration inservice training; staffs' utilization of special design teaching aids; staff and administration involvement in professional enrichment activities; provisions for a wide variety of opportunities and media designed to build positive self-concepts and promote better ethnic and racial understanding of diverse cultural backgrounds; compilation and use of student learning profiles; the initiation of a widespread program of dissemination within the district; dissemination within the local educational agency. (Author/AM)

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TITLE III ESEA

PROGRESS REPORT

"WINNING PUBLIC SUPPORT OF A DESEGREGATED SCHOOL SYSTEM"

SCHOOL DISTRICT 151

December, 1975

ED118-693

OBJECTIVE	PROCEDURE	EVALUATION
1 Given twelve months of participation in the Title III Project, a Community Relations Program will be established which promotes two-way communication between School Board, administration, teachers, students, parents, and citizens, as evidenced by their ultimate support of and participation in District 151 special events and daily operation.	1A Maintain Community Education Center at Roosevelt School as a location for teachers, students and community to meet, share ideas, obtain information, and produce useful materials for educational purposes.	1A Records kept of number of participants using Center facilities and types of meetings held at the Center.
	1B In-house newsletter to keep staff informed of district's student activities.	1B Increased faculty awarenes of district's student functions.
	1C Meet regularly, as much as possible, with the local municipal councils and mayors (South Holland, Phoenix, Harvey) of the school district.	1C Increased rapport and und standing by local officials of th workings of the school district.
	1D Encourage more cooperation between students of public and private schools to include second annual art fair, science fair, learning activities and athletic events.	1D Increased support and und standing between school district and students.
	1E Involve Senior Citizens, parent groups and youth groups of the district in school student affairs through: visits, speakers, displays, teachers, students, aides, volunteers.	1E Record number of citizens in groups involved.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
uca- ol et, n, for	1A Records kept of number of participants using Center facilities and types of meetings held at the Center.	1A Roosevelt Community Education Center is being maintained as a location for teachers, students and community to meet, share ideas, obtain information, and produce useful materials for educational purposes.	1A Records are on file of the number of participants using the Center facilities and the type of meetings being held at the Center.
eep	1B Increased faculty awareness of district's student functions.	1B See Reference #1	
h as cipal f	1C Increased rapport and understanding by local officials of the workings of the school district.	1C See Reference #2 Letters of correspondence also on file in Community Relations office.	
ation d cond ic	1D Increased support and understanding between school district and students.	1D Press releases and letters sent to parents regarding all learning and athletic activities. Art Fair presented on Tuesday, November 24 during Parent-Teacher conference time held in each school. Science Fair to be held in the Spring. See Reference #3	
ps of rs,	1E Record number of citizens in groups involved.	1E See Reference #4	1E Number of citizen groups involved on record in Community Relations office.

OBJECTIVE	PROCEDURE	EVALUATION
	1F Organize school attentance areas in both the black and white communities at the PTA Board level of each school: 1) referendum volunteer callers 2) referendum volunteer drivers 3) speakers bureau 4) PTA coffee klatches 5) school referendum parent volunteer staff 6) door to door volunteer reminding people of voting date. 7) area assignment for volunteers prior to referendum	1F Passage of referendum.
	1G Organize referendum	1G Passage of referendum
	1H Conduct children training sessions taped on TV to provide children an opportunity to observe their behavior as a basis for class discussion; TV tapes actual on-going classroom scenes and situations.	1H Share taped TV activities f discussion by children of meaning and effect on total class of individual's behavior, recordin 1. suggestions for improvement 2. teachers' observations regar ing effect on individual's future behavior.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
ance white d ers ers ind- eers	1F Passage of referendum.	1F See Reference #5 - Also #3 for newspaper articles.	1F Referendum failed to pass 3-1.
	1G Passage of referendum	1G See References #5 & #3.	1G Referendum failed to pass 3-1.
ng de - s	1H Share taped TV activities for discussion by children of meaning and effect on total class of individual's behavior, recording: 1. suggestions for improvement 2. teachers' observations regarding effect on individual's future behavior.	1H This activity will be started after the first of the year with permission from teachers and students involved in participating.	

OBJECTIVE	PROCEDURE	EVALUATION
	1I Hold Student Council workshop, luncheon meetings with student leaders to review student relations, promote social understanding, pool ideas on discipline and on how to develop close school student cooperation.	1I Record number of meetings; report student responses to questions, problems, to all segments of the school communit via "Close-Up" district paper. Utilize ideas to revise school regulations, class procedures, schedules, etc.
	1J Provide bus tours of classrooms and school visits for church, civic, social and community groups and leaders to show that the schools offer quality educational programs for the students in District 151, that teachers are concerned with student self-concept development as well as instruction. The schools are orderly and the children are well disciplined.	1J Record number of bus tours taken. Attendance of audience reaction to school programs and student activities by use of questionnaire.
	1K Establish an internal communication link between the administration, staff and parents through monthly meetings of the administration, teachers, DEA (union), teachers Instructional Cabinet, PTA Presidents, VISION and Community Advisory Councils.	1K Record number of showings, meetings, talks, etc. carried out.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	1I Record number of meetings; report student responses to questions, problems, to all segments of the school community via "Close-Up" district paper. Utilize ideas to revise school regulations, class procedures, schedules, etc.	1I Plans are underway to begin holding Student Council workshops during the remaining months of the school year with the intent of reviewing student relations, promoting social understanding, and pooling ideas on discipline and how to develop close school student cooperation.	1I Records will be kept of all meetings held. Reports will be made on student responses to questions and problems through the use of "Close-Up."
	1J Record number of bus tours taken. Attendance of audience reaction to school programs and student activities by use of questionnaire.	1J Bus tours provided during American Education Week for parents and community groups to visit the schools. Further bus tours may be planned during the second half of the year.	1J Records of participants and reactions to tours will be kept on file.
	1K Record number of showings, meetings, talks, etc. carried out.	1K Effective internal communications are being established by regular meetings of Advisory Committees, PTA Presidents and staff, and the Instructional Cabinet.	1K See Reference #6.

OBJECTIVE	PROCEDURE	EVALUATION
	1L Place photographic displays in public buildings and malls of student creative activities developed in District 151 schools.	1L Increase support of schoo district by citizens of commun Better informed public.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
plays s s hools.	1L Increase support of school district by citizens of community. Better informed public.	1L Displays of photographs of District 151 programs and children are displayed in libraries, community centers and public buildings to keep the public informed about District 151. This is an ongoing activity.	

	OBJECTIVE	PROCEDURE	EVALUATION
2	Given twelve months of participation in the Title III Project, District 151 will maintain, expand, and promote the operation of the Citizens' Advisory Council, as evidenced by records of meetings, expanded and revised goal statements, and improved school-community rapport.	2A Maintain Citizens Advisory Committee office at the Roosevelt School.	
		1) to serve as a place for all Advisory Council meetings, community studies, a community information center for business, industry and citizens to learn about the school system;	1) Advisory Council meeting schedule, record number of queries, assistance given, keep log.
		2) to promote the common goals of the black and white communities - a desire to live peacefully together with stable neighbors with no drop in standards or loss in property values and a common quality school system available to all the children by providing a form for discussion, study and advisory decision making to the Board and administration.	2) Keep minutes of all meetings publish papers, keep files of recommendations.

EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	2A Due to lack of space available at the Center this year, the Citizens Advisory office has been turned into a general meeting area.	
1) Advisory Council meeting schedule, record number of queries, assistance given, keep log.	1) All Citizen Advisory Council meetings are held on the third Wednesday of each month. The agenda for each scheduled meeting is developed by the Executive Board and sent to the citizens the week before the meeting is held.	1) See Reference #7.
2) Keep minutes of all meetings, publish papers, keep files of recommendations.	2) The intent of this committee is to work together to promote the common goals of the district and community and make suggestions to the Board. See Reference #8 - Constitution of Citizens Advisory Committee	2) Minutes of all meetings are kept on file in the Title III offices.

OBJECTIVE	PROCEDURE	EVALUATION
	2B Citizens Advisory Council to: 1) review school district activities and advise school Board 2) constantly review goals as practiced by the district 3) establish key-communicators in the community through the Advisory Council	2B Expand goals and increase community support of the district. Better informed public.

EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
2B Expand goals and increase community support of the district. Better informed public.	2B As on-going activities, the Council is in the process of reviewing school district activities, goals practiced by the district, and establishing key-communicators in the community through the Advisory Council.	2B See Reference #5 - Reminder to citizens to vote for the Referendum.

	OBJECTIVE	PROCEDURE	EVALUATION
3	Given twelve months of Title III Project participation, District 151 will maintain and extend the Adult-Parent and Student Information Program at the Roosevelt Community Education Center as evidenced by the continued operation and increased use of the center.	3A The director of the center will furnish and supervise Adult-Parent and Student Training and Library Resource center: 1. coordinating the use of the center, 2. schedule meetings, 3. coordinate parent-student transportation to the center, 4. arrange consultant seminars.	3A Record all meetings and number of participants of each meeting.

EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
3A Record all meetings and number of participants of each meeting.	3A Teacher Library and Resource Center opened in September under the direction of Shirley Pearson, Center Director. See Reference 9 Pages 1-3, 12-14	3A Records of number of participants on file in Center Director office.

	OBJECTIVE	PROCEDURE	EVALUATION
4	Given twelve months of participation in the Title III Project, District 151 will continue to develop approaches, techniques, and programs designed to facilitate the realization of high parent and student educational aspirations, as evidenced by increased student achievement and improved survey results.	4A The Center Director and staff will operate a Library Resource Center that will offer a variety of educational games, books, audio visual and self-instructional materials to be used with: 1. Parents of pre-school children at the center and at home. 2. The Library Resource Center will be extended to parents of grade school students, which will include books, self-instructional materials, etc. 3. Center hours will be extended after school in order to make materials available for the Phoenix and Harvey Highlands areas which are without library facilities. 4B Involve parents visited by the Home/School Coordinators in regular adult activities at the Center arranged by the Center Director to train parents in:	4A Parents make comments o usefulness of materials selected and skills learned from materia Record number of times parents used Resource Center. Center Director will keep reco of number of people using facilities and inventory records of all materials. 4B Record visits, keep a log follow-up, compile lists of students and parents in the program.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
		4A Parent Library opened in October under the direction of Shirley Pearson, Center Director. A variety of books, games, educational and audio visual materials were purchased. See Reference #9 - page 15.	4A Number of participants using facilities recorded.
	4A Parents make comments on usefulness of materials selected and skills learned from materials. Record number of times parents used Resource Center. Center Director will keep record of number of people using facilities and inventory records of all materials.		
	4B Record visits, keep a log on follow-up, compile lists of students and parents in the program.	4B Mini-workshops to be held in the Spring following parent age-level workshops in such areas as discipline, careers, use of library facilities, etc.	4B Number of meetings and participants will be recorded.

OBJECTIVE	PROCEDURE	EVALUATION
	4B (Continued) 1. Mini-workshops held in the Center to train parents in the selection and use of the appropriate instructional materials from the Library Resource Center to be used at the Center and at home with their children. 2. high school and career aspriations discussions with junior high school parents, teachers and students. 3. school and home discipline problems discussions. 4. specific school activities and program discussions requiring parent participation.	4B Keep anecdotal records of achievement, behavior, etc. prior to, during and at the end of the school year. Keep a record of number of meetings with students and parents. Record participants and communi consultants of various career activities and "Career Week" program at junior high.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	4B Keep anecdotal records of achievement, behavior, etc. prior to, during and at the end of the school year. Keep a record of number of meetings with students and parents. Record participants and community consultants of various career activities and "Career Week" program at junior high.		

	OBJECTIVE	PROCEDURE	EVALUATION
5	Given twelve months of Title III Project participation, District 151 will provide human relations opportunities and activities leading to improved racial understanding, as evidenced by survey results.	5A Through regular meetings arrange activities involving parents, studenrs, teachers and staff in human relations activities and sponsor: 1. PTA sponsor 5 parlor meetings at home, school or in the center to build interracial understanding and parent cooperation providing a stipend for the cost of the meeting. 2. Continue School Parent and Student Involvement Program (P.I.S.P. - use of the school by parents and students after school hours) for social and athletic activities to the other district schools. Promote a bus for some of the night activities-slimnastics, behavior modification meetings, adult programs, black history, history of the South Holland, Phoenix, Harvey areas, book clubs, etc.	5A Subjectively evaluate ton of meetings; record attendance; spontaniety of purticipation and planning of next meeting, type activity. Better informed public; record number of meetings; effect of presentation of school district slides, talk exhibits, etc; tabulate areas of discussion, problems, etc. 5A Keep a record of the number of participants, types of meetings, shared ideas between schools promoting meetings.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	5A Subjectively evaluate tone of meetings; record attendance; spontaniety of participation and planning of next meeting, type activity. Better informed public; record number of meetings; effect of presentation of school district slides, talk exhibits, etc; tabulate areas of discussion, problems, etc.	5A Meetings held on a regular basis between parents, students and teachers in an attempt to build interracial understanding and parent cooperation. 1. Some parlor meetings were held before referendum to relate information to district parents.	5A See Reference #9 pages 10 & 11
	5A Keep a record of the number of participants, types of meetings, shared ideas between schools promoting meetings.	2. Parent-Student Involvement Program (P.S.I.P.) is in progress on the building level. Each school devises ways in which they can share ideas and experiences with as many staff, students and parents as possible.	5A See Reference #9 pages 4-7

OBJECTIVE	PROCEDURE	EVALUATION
	5A (Continued) 3. Hold parent-teacher meetings to devise ways in which parents can assist teachers to help their children succeed in school, in the community center or in district schools.	5A (Continued) Record number of teachers, parents "sharing success in school responsibility" meetings; summarize problems and solutions in pamphlet or newsletters for community distribution.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	5A (Continued) Record number of teachers, parents "sharing success in school responsibility" meetings; summarize problems and solutions in pamphlet or newsletters for community distribution.	5A (Continued) 3. Parent-Teacher meetings are on-going to devise ways in which parents can assist teachers with their children.	5A (Continued) See Reference #9 pages 8 & 9

	OBJECTIVE	PROCEDURE	EVALUATION
6	Given rwelve months of participation in the Title III Project, District 151 parents will become active child advocates and members of the total educational team -- as evidenced by use of mini-bus facilities and services; attendance at parent-child education classes; and increased reinforcement of school-based learning within the home setting.	6A Increase experiential background of children between the ages of two to five years old through the continued use of mini-bus.	6A Pre-test children in the fall using the Peabody Vocabulary Test (A) and informal inventory developed by teacher-resource driver. Post-test children in spring, using the Peabody (B) and informal test.
		6B Continue to equip the mini-bus with instructional toys, games, and books which assist in the development of gross and fine motor skills, body image, dominance, laterality, perceptual skills, basic language, and vocabulary.	6B Actual maintenance and operation. Evaluation of toy selection by Project Director and consultant.
		6C Explain the use and educational value of toys to parents in terms of area to be developed.	6C Records kept of visits made to homes.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
k-	6A Pre-test children in the fall using the Peabody Vocabulary Test (A) and informal inventory developed by teacher-resource driver. Post-test children in spring, using the Peabody (B) and informal test.	6A Mini-bus in operation as of 10/6/75. Some time was lost having to hire a new Mini-bus driver and training her for the job. As of 12/8/75 the new driver has 138 families participating on the bus. Quite by accident, the number of black and white children visited is close to 50% for each.	6A Pre-test of 20 children, ages 3 to 3 1/2, have been carried out thus far by the Mini-bus driver/teacher using the Peabody Vocabulary Test. Post-testing of all pre-tested children will be carried out in the spring. Information will go to Pre-Kindergarten teachers as a help for placement of these children.
i- nes	6B Actual maintenance and operation. Evaluation of toy selection by Project Director and consultant.	6B Instructional toys have been and are being purchased by Mini-bus driver under the direction of the director and consultant in Early Childhood Education, Dr. Barbara Kuczen. Such areas as development of gross and fine motor skills, body image, dominance, etc. are used in the decision as to which toys to purchase.	6B See Reference #10. (Toy inventory for Mini-bus)
ual			
- l.	6C Records kept of visits made to homes.	6C Mini-bus driver explains use of toy to each parent in the area to be developed. She usually spends from 15 to 20 minutes at each home she visits.	6C Records of visits kept on file in Education Center by Mini-bus driver.

OBJECTIVE	PROCEDURE	EVALUATION
	6D Direct sequential selection of toys appropriate for the age and developmental level of the child.	6D Noting of toy selection choices of parents made by mini-bus teacher-resource driver.
	6E Assist the parent in using everyday environmental themes within the household to develop vocabulary and language.	6E Pre and post-test using Peabody Language test (described above).
	6F Equip mini-bus with pop-top to facilitate comfortable use and provide for standing head-room.	6F Actual installation of pop-top.
	6G Seek suggestions from the pre-kindergarten and kindergarten teachers regarding purchases and areas for stress with parents.	6G Record kept of contacts and suggestions made.
	6H Examine professional research and literature regarding information necessary for successful preschool parenthood.	6H Compilation of professional literature relating to parent education.
	6I Use mini-bus as mobile lending library during the summer months.	6I Noting number of stops made and amount of books borrowed.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
ion e e	6D Noting of toy selection choices of parents made by mini-bus teacher-resource driver.	6D The Mini-bus driver helps to direct the appropriate toy for the age and developmental level of the child.	6D Some anecdotal records are kept of incidents involving choice of toys by driver/parent.
s op	6E Pre and post-test using Peabody Language test (described above).	6E Mini-bus driver and consultant, Dr. Kuczen, give ideas to parents on household items which can be used to develop vocabulary and language.	
-top nd m.	6F Actual installation of pop-top.	6F This activity was unable to be completed due to Springfield budget cut.	
e rten nd	6G Record kept of contacts and suggestions made.	6G Pre-kindergarten and kindergarten meetings are held monthly and attended by Dr. Kuczen, who brings ideas from teachers to mini-bus driver.	
earch na-	6H Compilation of professional literature relating to parent education.	6H Professional literature is constantly being researched for information valuable to parents by mini-bus driver and consultant.	6H Various books and magazines are being purchased for the Parent Library, such as Black Child Care, by Dr. J. Comer and Dr. A. Poussaint. These materials may be checked out any time by parents.
nd-	6I Noting number of stops made and amount of books borrowed.	6I Mini-bus driver was unable to work during the summer and consequently was offered a new position, so this activity was unable to be met.	

OBJECTIVE	PROCEDURE	EVALUATION
	6J Conduct workshops in the Fall and Spring for those parents interested in home-based education.	6J Noting of workshops conduc ted. Noting of number of parent in attendance.
	6K Organize the workshops as follows: Two workshops per level - birth to one one to two two to four four to six six to eight eight to ten ten and over	6K Observation by project director. Examination of materials prepared and distribute
	6L Distribute Parent Help booklets written to assist parents in understanding children at the age level involved and stressing home-based teaching techniques and home-made learning aids.	6L Noting of number of booklets distributed.
	6M Actually construct a home-made learning aid while parent attends class.	6M Examination of projects ma by parents. Recording of suggestions made by parents for additional projects.
	6N Use learning aid with child under the direction of the consultant.	6N Observation by consultant

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
ts	6J Noting of workshops conducted. Noting of number of parents in attendance.	6J Workshops are being conducted by Mini-bus driver and consultant, B. Kuczen	6J See Reference #11.
as	6K Observation by project director. Examination of materials prepared and distributed.	6K See Reference #11.	6K Observation and examination of materials conducted by director.
ok- ge s	6L Noting of number of booklets distributed.	6L Parent Help booklets have been written and will be distributed to parents at the second of the two meetings.for each age level Parent Workshop. See sample: Reference #12.	6L Distribution of booklets. Keep on record in mini-bus driver's office.
e-	6M Examination of projects made by parents. Recording of suggestions made by parents for additional projects.	6M Parents will make a home-made learning aid during workshop or as a workshop assignment.	6M Suggestions for additional projects by parents are noted.
ld	6N Observation by consultant.	6N Learning aids are being used with children by the consultant and mini-bus driver to train parents on how to work with their own children more effectively.	6N Consultant observation and suggestions to parents.

OBJECTIVE	PROCEDURE	EVALUATION
	6O Train parents to work effectively with their own children to bring up school achievement and learning attitudes. 6P Train parents in: a. the use of the kits b. behavior modification c. analysis and discussion of home attitudes and motivation d. career aspirations e. school and home discipline problems f. perceptual problems g. home reinforcement activities h. role of parent in the total educational team	6O
	6Q Distribute individualized student kits. Prepare guide to distribute with kit - listing each item with educational value and suggestions for use.	6Q Noting of number of kits distributed.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	6O	6O See information on 6N.	6O See Reference #13.
		6P Training of parents in areas of: a. the use of the kits b. behavior modification c. analysis and discussion of home attitudes and motivation d. career aspirations e. school and home discipline problems f. perceptual problems g. home reinforcement activities h. role of parent in the total educational team are being accomplished at Parent Workshops. Plans for mini courses in some of the above areas are being made for the Spring.	
	6Q Noting of number of kits distributed.	6Q Kits distributed at second workshop with parents who must attend both meetings to receive the kits. The booklets are also distributed containing the information about each kit. See Reference #12.	6Q Number of kits distributed will be kept on file in mini-bus driver's office.

OBJECTIVE	PROCEDURE	EVALUATION
	6R Design Action Projects in which parents assess student areas of need and remediate at home. (Example - Dolch list is distributed, parents test and teach words missed)	6R Oral interview with parents regarding their findings in Action Project.

EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
6R Oral interview with parents regarding their findings in Action Project.	6R Different Action Projects are designed for parents attending various age level workshops, such as use of Dolch word list with parent group of 4-6 age level.	6R Parents are encouraged to report their findings to consultant or mini-bus driver.

	OBJECTIVE	PROCEDURE	EVALUATION
7	Given twelve months of participation in the Title III Project, District 151 staff and administrators will be given opportunities for in-service training, on-the-spot guidance, consultation, and workshop participation - designed to increase their effectiveness in working with students, parents, and community as evidenced by improved skills in teaching, value clarification, communication, interaction analysis, transactional analysis, and curriculum development.	7A Provide consultants and staff to aid teachers, administrators and others in the areas of: a. the teaching of value clarification and character development b. the teaching of democratic principles c. classroom organization and management d. behavior modification e. setting student goals, social attitudes, and teacher expectations f. motivation for learning	7A Records kept of number of consultant services requested by school Records kept of released time and teacher stipends paid. Records kept of teachers in attendance at various workshops and training sessions held. Noting by consultants of changes in classroom organization, management, climate, and type of discipline.
		7B Provide consultants for assistance in the use of the student learning style profiles and design of individualized teaching strategies.	7B Noting of use of profiles by building principals and master teachers.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	7A Records kept of number of consultant services requested by school Records kept of released time and teacher stipends paid. Records kept of teachers in attendance at various workshops and training sessions held. Noting by consultants of changes in classroom organization, management, climate, and type of discipline.	7A It was the decision of the administration and staff members of each building to use consultants and workshops as a means to meet the needs of their own particular learning environment. Each building was allotted a particular amount of money to be spent as they assessed their needs, keeping in mind the areas of: a. the teaching of value clarification and character development b. the teaching of democratic principles c. classroom organization and management d. behavior modification e. setting student goals, social attitudes, and teacher expectations f. motiviation for learning	7A Records of all consultants or workshops held for each building are kept in the Center Director's file. An evaluation must be filled out by all participants following any session.
	7B Noting of use of profiles by building principals and master teachers.	7B Meetings are being arranged by our consultant , Dr. B. Kuczen, to meet with each staff in their buildings to discuss the use of the learning style profiles and to design individual teaching strategies. These will be held after the first of the year.	7B Profiles have been used thus far during November 24-25 Parent/Teacher conferences to help parents better understand the learning styles, etc. of their children.

OBJECTIVE	PROCEDURE	EVALUATION
	7C Assist staff in interpreting profile data to determine individual student learning style, experiential background, health problems, home background, etc.	7C Noting by consultants, project director, principals, and master teachers of actual use or non-use of profiles.
	7D Ask teachers, administrators, and master teachers to identify staff needs and establish appropriate measures to facilitate teacher training in these areas.	7D Formulation of listing of prime areas of concern.
	7E Provide for opportunities for staff to openly discuss black-white differences, values, interactions with students, discipline problems, and sources of student-teacher conflict.	7E Record number of teachers attending sessions.
	7F Promote teacher home visits (through a stipend) to increase teacher awareness of home situations and develop a close teacher-parent relationship.	7F Note number of home visits made.
	7G Provide each school with money to be used in human relations activities.	7G Noting of activities on which funds are spent.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
ing livi- alth etc.	7C Noting by consultants, project director, principals, and master teachers of actual use or non-use of profiles.	7C See 6B	
tors, fy itate as.	7D Formulation of listing of prime areas of concern.	7D Staff evaluation done on building levels to establish priorities for teacher training and staff development.	7D List on file in each building.
s for rces	7E Record number of teachers attending sessions.	7E Meetings held on building level to discuss problems peculiar to each school in areas of values, discipline, and sources of student-teacher conflict.	7E Information concerning meetings help at building level.
isits e e	7F Note number of home visits made.	7F Teacher home visits have been particularly promoted this year prior to the referendum. Further visits will be made periodically throughout rest of school year.	7F Number of home visits made on file in Center Director's office.
th	7G Noting of activities on which funds are spent.	7G This activity was combined with the Parent-Involvement section to promote better human relations amongst school-students and parents.	

	OBJECTIVE	PROCEDURE	EVALUATION
8	Given twelve months of participation in the Title III Project, District 151 staff will increase learning motivation and individualization as evidenced by the use of special design teaching aids constructed in the Developmental Lab at the request of the teacher.	8A Maintain and coordinate the Developmental Lab facilities by having a part-time community citizen aid teachers and students (Occupational Training High School Students and district students) in preparing instructional materials for use in classroom work or school activities.	8A Noting of number of requests for learning aids. Noting of number of students visits to Developmental Lab. Noting of number of staff visits to Developmental Lab.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	8A Noting of number of requests for learning aids. Noting of number of students visits to Developmental Lab. Noting of number of staff visits to Developmental Lab.	8A Due to conflicting commitments, the Occupational Training students from District 205 were unable to work with us this year. As a result, we have arranged for V.I.S.I.O.N. volunteers to work in the Developmental Lab under the direction of Mrs. Francene Ward, who will serve as coordinator. Materials produced in the Lab will be instructional aids requested by the teachers.	8A A booklet of 48 instructional aids was developed covering the areas of Reading, Math, Social Studies, Science, Language Arts, and General. The learning aids listed in this booklet will be made by Lab volunteers. See example - Reference #14.

OBJECTIVE	PROCEDURE	EVALUATION
9 Given twelve months of participation in the Title III Project, District 151 staff and administration will engage in professional enrichment activities - as evidenced by use of materials and literature in the Teacher Renewal Center.	9A Teachers will be given the opportunity to use professional resource materials, learning aids, and equipment available in the Teacher Resource and Renewal Center.	9A Noting of number of loans made to staff.
	9B Staff will be given the opportunity to use simulation and value clarification materials for solving multi-ethnic problems. (Materials purchased through Title III)	9B Noting of number of loans made to staff. Noting of use of techniques in classroom by principals.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	9A Noting of number of loans made to staff.	9A Resource and Renewal Center open the first week in September. Open House for teachers to view new materials available was held the last week of September.	9A Number of loans made to staff kept on file in Center Director's office.
	9B Noting of number of loans made to staff. Noting of use of techniques in classroom by principals.	9B All simulation and value clarification materials are available for use by teachers. Materials located in Resource Center.	9B Number of loans made to staff on file in Center Director's office.

	OBJECTIVE	PROCEDURE	EVALUATION
10	Given ten months of Title III participation, District 151 will provide a wide variety of opportunities and media designed to build positive self-concepts and promote better ethnic and racial understanding of the diverse cultural backgrounds within Distric 151 -- as evidenced by improved self expression skills, creativity, individual talents, and human relations.	10A Continue District 151's program in art, drama, instrumental music, dance, writing speeches and photography; through such activities in school clubs and activity hours, play and dramatic expression, playing of instruments, painting, choral work, poetry participation in student and community affairs correlating Illinois Arts Councils, Title VII ESAA Theater Arts Residencies Program, and District 151's instrumental music and art teachers Fine Arts Program.	
		10B The instrumental music teacher will provide all students desiring an opportunity for self-expression, creativity and variety of individual talents to continue better racial understanding through various media of activities such as: 1. Playing for school assemblies. 2. Playing for in-school bicentennial activities.	10B Record student performances; keep scrapbooks of pictures, newsclippings and reports concerning instrumental music activities. Observations re: Noting increased individual student talent development; Noting of decrease in classroom discipline problems; mutual respect, cultural awareness during the year.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
ol ing al ils, ic ram ts - iety ue ough h as ies.		10A District 151's programs in the areas of art, drama, instrumental music, dance, photography, etc. are being maintained with the participation of all four schools, district clubs and organizations, Illinois Arts Council (Free Street) under Title VII (ESAA) and Title III, ESEA to develop an atmosphere of creativity and expression for the district's students and a feeling of good will between the community and the district.	
	10B Record student performances; keep scrapbooks of pictures, newsclippings and reports concerning instrumental music activities. Observations re: Noting increased individual student talent development; Noting of decrease in classroom discipline problems; mutual respect, cultural awareness during the year.	10B The instrumental music teacher is providing all participating students an opportunity for self-expression, creativity and variety of individual talents through the media of music with the following activities: 1. In September she went into each fourth, fith, sixth, seventh and eighth grade classroom and demonstrated the instruments available for lessons. Each child took home a letter to parents explaining the program in detail. Advanced band (students who have played one year or more) started the week of Sept. 8. Beginning lessons started Sept. 29th.	10B A record of each student's performance is kept by our instrumental music teacher. A report of their progress is sent home to parents. See Reference #15. All newspaper coverage is kept on file in Community Relations office. See Reference #3.

OBJECTIVE	PROCEDURE	EVALUATION

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
		10B (Continued) 2. The Coolidge Band participated in ceremonies starting a bicentennial courtyard in November. The band played a few patriotic selections. The whole school attended along with parents community dignitaries and newspaper personnel. 3. The following school bands will participate in Christmas programs: Madison - December 16 - 7:30 P.M. Eisenhower - December 17 - 7:30 P.M. Taft - December 18 - 7:30 P.M. Each band will play a selection of carols. Also included will be a solo selection. Parents are invited. There will probably be a school assembly also. 4. Spring concert dates have been scheduled. Both beginning and advanced bands will put on an hour concert with solos and small ensembles included. Coolidge - May 6 - 7:30 P.M. Madison - May 11 - 7:30 P.M. Taft - May 18 - 7:30 P.M. Eisenhower - May 25 - 7:30 P.M. 5. The bands also hope to participate in other bicentennial activities but as yet have not planned specific dates. 43A	

OBJECTIVE	PROCEDURE	EVALUATION
	10C The art teacher will provide students with a media of self-expression, creativity and individual talent and human relations in art through such activities as: 1. inter-school painting and art expressions. 2. Cultural study through a variety of art media. 3. Special art contest and shows (Bicentennial, etc.) 4. N.I.C.E. (new ideas to conserve energy) posters. 5. Spring Art Fair to include private and parochial schools.	10C Student displays art creations in district buildings, community centers, and art exhibits. Observations of students self image: multi-ethnic understand individual student talent devel ment; cultural awareness.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
		10B (Continued) 6. The junior high band hopes to participate in a few school assemblies this year in the form of a pep band or some other small group.	
-	10C Student displays art creations in district buildings, community centers, and art exhibits.	10C The art teacher has provided students with a media of self-expression and creativity. Individual talent and human relations in art are carried out through the following activities:	See Reference # 19
art	Observations of students self image: multi-ethnic understanding; individual student talent development;	1. Classroom projects: From last year the children in District 151 have made great advancements in their self-expression.	
ows	cultural awareness.	2. Country Schools: Art teacher showed the class an art history painting of an old fashioned school and discussed the difference between schools then and now. Each child painted a picture either of an old fashioned school house or their own school.	
ols.		3. Linoleum Block Prints: 4th, 5th, and 6th graders drew geometric designs on large pieces of linoleum. They printed the designs during free time the older children helping the younger ones. The prints were so successful they were used for a display during parent-teacher conferences.	

OBJECTIVE	PROCEDURE	EVALUATION

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
		10C (Continued) 4. Bookmarks: Each month this year, the South Holland Public Library is having a contest for the Bicentennial. For September the students designed Bicentennial bookmarkers. The winner's bookmark was printed up into bookmarkers to be given away at the library. 5. Zoo Animals: Some of the primary children visited the zoo. During the visit they chose a favorite animal. During art we discussed our favorite animals - what they looked like and the sounds they made. Each child made his favorite animal out of clay. After being fired, the animals were painted and placed in painted shoeboxes brought from home. Pipe cleaners were used as bars to complete the cages. These were also put on display for parent-teacher conferences. 6. Kittens: The art teacher brought five kittens to school in a large cage. The children petted them, gave them names and watched them romp and play. Pets were discussed. Each child was given an opportunity to draw one kitten or all of them. 46A	

OBJECTIVE	PROCEDURE	EVALUATION

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
		10C (Continued) 7. Plaster Blocks: Each 6th grade child brought 1/2 gallon plastic milk cartons to class. Each carton was filled with plaster. A picture of a famous American (today or yesterday) was to be found and a bust carved of that person. The children had an interesting time deciding what made a person famous. It was difficult for them to work on something three dimensional after so much flat work. They were very successful and the busts are still on display at the schools. 8. Paper Mache People: The 3rd graders each brought a jar, can, or bottle to school. Each child was given a balloon to blow up and tape on to the top of their jar. Each jar was covered with one layer of paper mache and newspaper and the one layer of paper mache and paper towels. After these had dried, the children painted their bottle to look like a person.	

OBJECTIVE	PROCEDURE	EVALUATION
	10D Center Director will serve as coordinator for District 151 to coordinate activities, Illinois Arts Council, Title VII ESAA Project "Artists in the Schools Program," which will offer districtwode art activities designed to provide opportunities for students, parents and teachers to directly understand, appreciate and accept inter-cultural differences while developing their own creative expression and sense of self worth.	10D Record attendance and participation of students and teachers in classroom and workshops. Interviews with students, teache and artists to determine degree students' participation and responses.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
		10C (Continued) 9. Art Displays: This year, hallway showcases and bulletin boards are being kept full of art work. 10. Art Shows: Art work was displayed in each school on November 24th and November 25th during parent-teacher conferences. These displays seemed to help bring out parents questions about their children's art work. A future art show including 8 schools is schedule for some time during May.	
erve l to Arts ect m," art rents rstand cultural their	10D Record attendance and participation of students and teachers in classroom and workshops. Interviews with students, teachers and artists to determine degree of students' participation and responses.	10D District-wide Illinois Arts Council under Title VII, ESAA, held its activities during the months of September-December in District 151. See References 16, 17 & 18	10D Attendance and participation of student and teacher activities in the classroom and at workshops is recorded and left in Center Director office.

	OBJECTIVE	PROCEDURE	EVALUATION
11	Given twelve months of participation in the Title III Project, District 151 will continue the compilation and use of the student learning profiles, as evidenced by analysis of student learning styles: development of individualized teaching strategies; and improved individualization of instruction in the cognitive, affective, and psychomotor domains.	11A Work with teachers to use individual student learning style profiles developed through this project to create and form individual educational objectives for each child as a basis for selecting appropriate content and instructional materials, modify and initiating instructional procedures and teacher-pupil interactions to harmonize with the child's learning style and personality. Employ Student Profile Facilitator to process all student, parent, teacher components information and organize all sections of profile for use by teacher in writing individual student objectives.	11A Production of individual student learning objectives recorded by principals; observation by coordinating teacher in classroom work.
		11B To have consultant train teachers to use student learning profiles as a basis for: 1. student program planning 2. student motivation	11B List of school and specifi teacher group meetings, individual class teacher visits, classroom observations of profil being put to use to individualiz instructions.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
use yle s ives r nd y o- er- ator on ro- ing	11A Production of individual student learning objectives recorded by principals; observation by coordinating teacher in classroom work.	11A Meetings regarding the individual student learning profiles are to be held after the first of the year, on the building level, and conducted by Dr. B. Kuczen, consultant to Title III project. She will in-service each teacher on the best way to utilize each part of the profile to harmonize with the child's learning style and personality. Student Profile Facilitator employed as of August, 1975. She also works as Secretary to the Citizens Advisory Committee.	11A All information concerning the production of these learning profiles will be kept on file in the director's office.
n g	11B List of school and specific teacher group meetings, individual class teacher visits, classroom observations of profiles being put to use to individualize instructions.	11B See 11A for information concerning training of teachers in use of student learning profiles.	11B Lists of schools and specific teacher group meetings will be kept on file.

OBJECTIVE	PROCEDURE	EVALUATION
	11B (Continued) 3. more effective home/school relations 4. understanding student behavior 5. recognizing different student learning styles 6. understanding home backgrounds 7. identifying the hostile, aggressive or problem children	

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	OBJECTIVE	PROCEDURE	EVALUATION
12	Given twelve months of participation in the Title III Project, District 151 will initiate a widespread program of dissemination, designed to inform interested parents, community members and educators in other districts the findings and developments resulting from the past three years of Title III operation within the district.	12A Community Relations office will prepare all school publications, field trip (tour of district) booklets, welcome leaflets, wallet-size district calendars.	12A Increase support of scho district by better informed public concerning student activities
		12B Promote through district newsletter and newspaper, Citizens Advisory meetings, findings and recommendations about district student activities and programs affecting students in District 151.	12B Record number of querie regarding student activities an district programs. Keep Advisory Committee informed.
		12C Make and disseminate movie shorts about the school district to be shown on local and national TV.	12C Record number of places and stations where movie was viewed.
		12D Meet with local media to release information about district programs and activities. Promote through press releases and pictures, educational and social events within the schools.	12D Record number of press releases and meetings.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
ffice a- ct) .	12A Increase support of school district by better informed public concerning student activities	12A See Reference #20	All information and statistics concerning Public Relations dissemination kept on file in Public Relations office.
t es ts	12B Record number of queries regarding student activities and district programs. Keep Advisory Committee informed.	12B See Reference #21	
and	12C Record number of places and stations where movie was viewed.	12C See Reference #22	
to rict and ial	12D Record number of press releases and meetings.	12D See Reference #3	

OBJECTIVE	PROCEDURE	EVALUATION
	12E Release previous studies, evaluations, evidence, testimonials and other investigations through the district's "Close-Up" monthly paper and annual report that shows the school district's Board and administration are fiscally responsible, organized and efficient, fully utilizing staff, volunteers and resources to maintain a quality school program for the students in District 151.	12E "Close-Up issues
	12F Promote through flyers, speaking engagements, pamphlets, the district paper, discussion talk shows on TV and on local radio, the gains obtained for children and the family in practicing democratic and egalitarian values through attendance and support of a desegregated school system.	12F Record number of showi meetings, talks, etc. carried Record audience reaction by questionnaire and letter.
	12G Promote school activities and explain school situations via local radio stations or monthly educational programs.	12G Audience response, tw way talk programs, letters, et

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
	12E "Close-Up issues	12E See Reference #21	
	12F Record number of showings, meetings, talks, etc. carried out. Record audience reaction by questionnaire and letter.	12F See Reference #23	
	12G Audience response, two-way talk programs, letters, etc.	12G See Reference #24	

	OBJECTIVE	PROCEDURE	EVALUATION
13	Given twelve months of participation in the Title III Project, District 151 will initiate a widespread program of dissemination, designed to inform interested parents, community members, and educators in other districts of findings and developments resulting from the past three years of Title III operation within District 151.	13A Attend numerous professional meetings to discuss and display Title III materials.	13A Records kept of appearances.
		13B Mini-shelf libraries of parent help books and other books describing the components of the Title III project will be prepared and distributed.	13B Records kept of distrib of mini-shelf libraries.
		13C Open Door policy will be maintained through the district and at the Roosevelt Education Center, specifically.	13C Register of guests kept all district buildings.
		13D Special invitations will be issued to individuals expressing special interest in the Title III project. Intensive tours and meetings to explain the Title III project will be conducted.	13D Records kept of specia visitors. Minutes kept of meetings.

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
rofess- and .	13A Records kept of appearances.	13A Professional meetings attended to discuss and display Title III materials.	13A Sept. - Project Directors mtg. Springfield Oct. - Quincy V - Quincy Nov. - Regional Workshop Wheaton Dec. - Midwest Conference Belleville Workshop presentation and booth.
s of er books s of the repared	13B Records kept of distribution of mini-shelf libraries.	13B Booklets describing components of Title III project are in process of being complete. See Reference #12	13B Records being kept of distribution of materials in Director's office.
will be istrict ation	13C Register of guests kept in all district buildings.	13C Open Door policy is being maintained at Roosevelt Community Center.	13C Register of guests kept by Center Director.
will be essing le III and itle III .	13D Records kept of special visitors. Minutes kept of meetings.	13D Invitations sent and to be sent in future to individuals expressing special interest in Title III project. Tours and meetings to explain Title III will be conducted.	13D Week of December 8, conducted a one-day workshop for Title VII ESAA V.I.S.I.O.N. workers on Title III ESEA, and our project in District 151.

OBJECTIVE	PROCEDURE	EVALUATION
	13E Prepare a Title III Newsletter, describing operation of the District 151 project.	13E Actual production of t newsletter.
	13F Inform other Title III directors of the findings and developments of the District 151 Project.	13F Noting by project dir
	13G Prepare and distribue bumper stickers promoting aspects of the Title III Project.	13G Actual distribution of bumper stickers.
	13H Schedule Roosevelt Community Education Center Open House for parents, community, and other educators.	13H Noting of attendance Open House.
	13I Publicize the willingness of District 151 to share and cooperate with other districts interested in all or parts of the District 151 Title III Project.	13I Notebook compiled of press releases, pamphlets, letters, radio

	EVALUATION	STATUS OF PROCEDURE	STATUS OF EVALUATION
ation	13E Actual production of the newsletter.	13E Title III newsletter to be prepared after first of the year due to Referendum Activities.	
151	13F Noting by project director.	13F All Title III directors to be notified of District 151 findings and developments.	
spects	13G Actual distribution of bumper stickers.	13G Bumper stickers to be prepared and distributed in January and February.	
r	13H Noting of attendance at Open House.	13H Open House scheduled for late January.	
tors.			
ess	13I Notebook compiled of press releases, pamphlets, letters, radio	13I Publicity being carried out now and will be further carried out during the last months of Title III Project about our willingness to share and cooperate with others concerning our Title III Project.	
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Reference #1	Internal Newsletters
Reference #2	Involvement With Community Flyers
Reference #3	District 151 - In The News
Reference #4	American Education Week Information
Reference #5	Referendum Literature
Reference #6	Internal Link Flyers and Information
Reference #7	Citizens Advisory Committee Agenda
Reference #8	Citizens Advisory Committee Constitution
Reference #9	Center Director - Information Sheets
Reference #10	Toy Inventory for Mini-Bus
Reference #11	Parent Workshop Schedule
Reference #12	Parent Workshop Booklet

REFERENCES

Reference #13	Parent Workshop Questionnaire
Reference #14	Example - Learning Aid for Developmental Lab
Reference #15	Instrumental Music Report Card
Reference #16	Free Street Flyer
Reference #17	Free Street Bulletin - November
Reference #18	Free Street Bulletin - December
Reference #19	Bicentennial Brief
Reference #20	Calendars, Directory, Book Covers
Reference #21	Close-Up - Annual Report
Reference #22	Movie Shorts
Reference #23	Flyers - TV Broadcasts
Reference #24	Radio Shows